The first stage in the Understanding by Design model is to determine the learning goals of the unit. These goals will inform your selection of learning outcomes, assessments and activities. As an initial step in development of our own thematic units we will address Stage I of the UBD model by accomplishing the following activities:

* Describe three state or DoDEA curriculum standards/learning outcomes that are reflected in the Council for Social Studies 10 Themes for social studies education.
* **PEOPLE, PLACES, AND ENVIRONMENTS**

Dodea 3rd **3SS2**-**Students describe the physical and human geography about people, places, and environments in a spatial context.**

# POWER, AUTHORITY, AND GOVERNANCE

* **3SS1:*Civics and Government*-Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.**

# PRODUCTION, DISTRIBUTION, AND CONSUMPTION

* **3SS4: *Economics-* Students demonstrate basic economic reasoning skills and an**

**understanding of the economy of the local region.**

* Using these standards and themes complete Stage 1 of the UBD model. For this activity, provide at least one example of each of the categories. For guidance on the Understandings, Essential Questions and the student learning outcomes based on the standards you have selected access the links found on this page. The

What enduring understandings are desired?

|  |
| --- |
| Students will understand |
| 1. Students will be able to understand characteristics that lead to the creation of regions. 2. How governments and democracies work. 3. Understand the interdependence between countries regarding goods. |
| **A** |

Interpretive, Narratives, Authentic, Primary

What essentials questions will guide this unit and focus teaching and learning?

|  |
| --- |
| * Students will be answering the essential questions (Broad open ended questions) * What physical and other characteristics lead to the creation of regions? * What are the rights and responsibilities of citizens in a Constitutional Democracy? * How does interdependence brought on by globalization impact local economies and social systems? |
| **B** |

What key knowledge and skills will students acquire as a result of this **Interdisciplinary** unit?

|  |  |
| --- | --- |
| Students will know | Students will be able to |
| * Relationships between people and regions. |  |
| * What a constitutional democracy is and how it directly affects their daily lives and the purpose of having one. * Know why some goods are made locally, some in the U.S, and some abroad. | * Determine regional geographic borders and cultural borders. |
|  |  |
|  | * Identify the three branches of government. |
|  | * Provide examples of goods and services that are provided in the local community. |
| **C** | |

Create a presentation that you can share with the class via the Social Studies Wiki.